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ABSTRACT

This third report in a series entitled "Career Patterns" is based on data collected at Montgomery College for the 1971-1972 academic year. The data were collected for 3,115 students and 123 faculty, including instructional aides. The college offered 23 approved vocational-technical programs in 1972. The report data are provided in 15 tables, as follows: I. Descriptive Data of All Students by Curriculum; II. Percentage Distribution of Student Descriptive Data, 1971 and 1972; III. Personal Characteristics of All Students by Occupational Orientation; IV. Age Analysis by Program and USOE Code; V. Enrollment in Occupational Curriculums by Class and Sex; VI. Students with Dependents by Curriculum and Campus; VII. Students with Dependents by Sex; VIII. Employment Status by Curriculum; IX. Relationship of Employment to Curriculum; X. Employment Status by Curriculum and Class; XI. Employment Status by Curriculum and Sex; XII. Educational and Vocational Expectations by Curriculum; XIII. Educational and Vocational Expectations by Occupational Orientation and Campus; XIV. Descriptive Data of Faculty by Occupational Orientation; and XV. Analysis of Employment Status by Part-Time Faculty. An appendix provides the Career Survey Card; College Student Record Form; and College Faculty Record Form. (DB)

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CAREER PATTERNS

A Descriptive Analysis of
Vocational-Technical Education
at Montgomery Community College
1971-1972

Based on Data Submitted to
Maryland State Department of Education
November 1971

Joan F. Faber
Office of Institutional Research
November 1972

UNIVERSITY OF CALIF.
LOS ANGELES
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JUNIOR COLLEGE
INFORMATION

FOREWORD

Career Patterns is the title of a series of annual reports derived from data submitted to the Maryland State Department of Education concerning vocational-technical students and faculty at Montgomery College. The current report is the third in the series and, like its predecessors, was compiled by Joan F. Faber, Development Specialist, Office of Institutional Research. In analyzing the data collected for the academic year 1971-1972, Mrs. Faber has been able to make limited, comparative references to the previous analyses. The reader is cautioned, however, to bear in mind that much of the data are student-originated and, therefore, subjective.

The Career Patterns descriptive analyses have been distributed to the College's occupational coordinators and members of the advisory committees; to faculty, counselors, and administrators concerned with planning, developing, and evaluating career programs. Copies have also been made available to government agencies with similar responsibilities and to interested personnel of other institutions and organizations.

Preparation of Career Patterns, 1972, was made possible with the cooperation of the campus Associate Deans of Students and their staff in distributing the Career Survey Cards and with the assistance of personnel of the Data Systems Center, the Graphics Arts Specialists of the Rockville Campus Learning Resources Department, and Mrs. Karen Hamrich, Office of Institutional Research, who prepared the report for duplication and aided in tabulating the data.

Robert L. Gell, Director
Office of Institutional Research

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CAREER PATTERNS

Introduction

Background

The Maryland State Department of Education (MSDE) is the administrative and fiscal agency which implements the terms of the Vocational Education Amendments of 1968. This legislation necessitates the maintenance of a student and teacher data system in order to complete reports required by the Federal administrative agency, the U. S. Office of Education. The data collected are also considered in the formula by which appropriated funds are allotted by MSDE to the local educational agencies.

An individual record form must be submitted annually for each student in the vocational-technical education programs approved by the Division of Vocational-Technical Education, MSDE, and for each member of the faculty who instructs in the programs. A record must also be submitted for instructional aides in these programs. The two record forms applicable to community colleges will be found in the appendix to this report.

Much of the information requested on the Student Record Form is already collected and processed in Montgomery College's computerized student data base. That which is not is derived from a College form, the Career Survey Card, which the student completes at registration. The students' replies concerning employment, educational expectations, and dependents were added to the information in the student data base by the College's Data Systems Center to produce a deck of punched cards. This mode of data representation was submitted to MSDE in lieu of the

individual Student Record Forms. Individual record forms, however, were completed by the faculty and instructional aides and submitted to MSDE.

Before submitting the punched card deck and the Faculty Record Forms, the data were processed to provide the information for this descriptive analysis of vocational-technical education at Montgomery College. This report, the third in the series of Career Patterns, is drawn from data collected for the 1971-1972 academic year. Where feasible, the numerical data are also presented graphically and translated into percentages, rounded off to equal 100 percent.

Evaluation

Analysis of the data, much of which is student-originated and not subject to verification, must be tempered by the subjective nature of the students' replies. Another limitation stems from the fact that the Record Forms are designed by a State agency to meet its reporting responsibilities and not designed for the College's evaluative procedures. Nevertheless, the Career Patterns reports bring together, in one document, analyses of the occupational programs of the College and descriptive data about the students and faculty in the vocational-technical programs.

Montgomery College offered 23 approved vocational-technical programs in 1972, 21 in 1971, and 17 in 1970. The two new programs are Civil Engineering Technology and Hospitality Management. The latter program has two options: Food Service and Hotel/Motel.

Data were collected and submitted for 3,115 students and 123 faculty (including instructional aides). The descriptive data for each of the Career Patterns reports are as presented in Table A.

Table A

Comparative Career Pattern Statistics

for Fall 1970, 1971, and 1972

	1970	1971	1972
Total Respondents	1557	1997	3115
Rockville Campus Respondents	1080	1279	2184
Takoma Park Campus Respondents	477	718	931
Number of Curriculums	17	21	23
Male Students	872	1076	1665
Female Students	680	921	1450
Married Students	425	594	1048
Students with Dependents	259	447	742
Full-Time Students	1038	983	1306
Part-Time Students	513	1014	1809
Associate Arts Degree, First Year (Freshmen)	600	933	1262
Associate Arts Degree, Second Year (Sophomore)	623	445	583
Non-Degree	268	619	1270
Employed Full Time	363	766	1602
Employed Part Time	464	356	571
Expect to Complete Program Within the Year	611	421	704
Expect to Seek Employment at End of the Semester	426	316	557
Major Area Enrollment:			
Health	200	326	607
Business	1031	1135	1552
Public Service	135	233	487
Technological	189	303	469
Full-Time Faculty	40	51	64
Part-Time Faculty	41	41	59
Instructional Aides (Included in Faculty)	0	2	4

The individual student records submitted by all of the Maryland community colleges for fall 1971 were tabulated for inclusion in the State Plan for Vocational-Technical Education Programs, Fiscal 1973. Table B shows that student enrollment at Montgomery College represents 20.0 percent of the total community college enrollment in the State and its occupational enrollment represents 18.8 percent.

Table B

Maryland Community College
Career Programs Enrollments
1971

Community Colleges	Total College Enrollment	Total Occup. Enrollment	% Total Occup. Enrollment	1st Yr.	2nd Yr.	Special	Full-Time	Part-Time
Allegany	1249	430	34.4	283	140	7	379	51
Anne Arundel	3148	1129	35.8	837	218	72	745	382
Baltimore	7158	3596	50.2	2036	1070	489	2291	1304
Catonsville	6199	1977	31.8	1426	551	-	1005	972
Cecil	513	160	31.1	74	27	59	108	52
Charles	1188	493	41.4	351	127	15	126	367
Chesapeake	625	319	51.0	178	61	80	160	159
Dundalk	503	111	22.0	84	5	22	13	98
Essex	4604	1813	39.3	1238	438	137	753	1060
Frederick	1208	514	42.5	264	170	80	265	249
Garrett	142	-	-	-	-	-	-	-
Hagerstown	1355	559	41.2	366	97	96	290	269
Harford	2339	538	23.0	349	115	74	294	244
Howard	727	-	-	-	-	-	-	-
Montgomery	9535	3115	32.6	1262	583	1270	1306	1809
Prince George's	7178	1824	25.4	879	601	344	1057	767
STATE TOTALS	47671	16578	34.7	9627	4203	2745	8792	7783

Source: Maryland State Plan for the Administration of Vocational-Technical Education Programs under the Vocational Education Amendments of 1968, Division of Vocational-Technical Education, Maryland State Department of Education, Baltimore, Maryland. Page II-35a.

Chapter I

DESCRIPTIVE DATA OF ALL STUDENTS BY CURRICULUM

The College's career students enrolled during the academic year 1971-1972 in the 23 curriculums approved by the Division of Vocational-Technical Education of the Maryland State Department of Education are described in Table I. Three categories of student characteristics are included: personal (sex, race, and marital status); academic (campus, class, and load); and employment status. The characteristics related to College attendance are also portrayed in Chart A. The employment status of the students is described, in greater detail, in Chapter VI.

An alphabetical list of the curriculums and their abbreviations used throughout this report are listed below:

Curriculum	Abbreviation (if any)
Advertising Art	Same
Architectural Technology	Architect. Tech.
Business Management	Business Mgt.
Chemical Engineering Technology	Chem. Eng. Tech.
Civil Engineering Technology	Civil Eng. Tech.
Computer Science and Technology	Computer Science
Criminal Justice	Same
Dental Assisting	Dental Asstg.
Dental Laboratory Technology	Dent. Lab. Tech.
Electronic Technology	Electronic Tech.
Fire Science	Same
General Engineering Technology	Gen. Eng. Tech.
Geography, Cartography, and Community Planning	Geog., C. & C.P.
Hospitality Management	Hospitality Mgt.
Mechanical Engineering Technology	Mech. Eng. Tech.
Medical Laboratory Technician	Med. Lab. Tech.
Mental Health Associate	Mental Health
Nursing	Same
Printing Technology	Printing Tech.
Radiation Science	Radiation Sci.
Radiologic (X-Ray) Technology	Radiologic Tech.
Recreation Leadership	Rec. Ldrship.
Secretarial	Same

DESCRIPTIVE DATA OF ALL STUDENTS BY CURRICULUM

Curriculum	Total Resp.	Campus		Sex		Race			Married		Class			Load		Employed		
		R	TP	M	F	B	W	O	Yes	No	AA[1]	AA[2]	ND	FT	PT	FT	PT	Not
Advertising Art	314	286	28	113	201	8	278	20	110	198	98	39	177	113	201	124	60	125
Architect. Tech.	66	62	4	59	7	2	52	11	14	50	38	8	20	39	27	36	15	11
Business Mgt.	457	355	102	303	154	26	379	44	182	267	117	38	302	108	349	315	60	72
Chem. Eng. Tech.	12	7	5	10	2	3	5	4	3	9	6	0	6	6	6	3	2	6
Civil Eng. Tech.	10	10	0	9	1	1	7	2	2	8	9	1	0	7	3	2	4	3
Computer Science	389	279	110	286	103	32	292	63	140	248	171	121	97	182	207	214	68	95
Criminal Justice	214	198	16	176	38	6	191	12	35	174	130	33	51	133	81	111	41	57
Dental Asstg.	92	9	83	0	92	2	85	3	10	82	54	23	15	62	30	26	28	38
Dent. Lab. Tech.	35	4	31	24	11	13	20	2	9	26	20	8	7	23	12	12	6	15
Electronic Tech.	146	118	28	142	4	8	119	17	38	108	71	30	45	70	76	87	26	28
Fire Science	130	130	0	128	2	0	122	6	87	41	21	12	97	8	122	119	7	3
Gen. Eng. Tech.	128	102	26	126	2	5	109	13	61	65	26	6	96	28	100	97	12	16
Geog., C. & C.P.	44	37	7	28	16	3	39	2	17	27	20	11	13	21	23	28	5	9
Hospitality Mgt.	26	25	1	20	6	0	18	7	7	19	11	0	15	11	15	15	2	8
Mech. Eng. Tech.	15	14	1	15	0	0	9	6	2	13	14	1	0	12	3	6	3	4
Med. Lab. Tech.	72	14	58	21	51	7	55	10	31	41	35	9	28	35	37	30	13	24
Mental Health	114	42	72	23	91	8	101	5	60	53	20	29	65	18	96	48	13	49
Nursing	245	38	207	12	233	15	206	23	127	114	83	78	84	85	160	67	62	108
Printing Tech.	79	77	2	76	3	3	69	5	17	61	46	17	16	45	34	36	18	22
Radiation Sci.	13	3	10	10	3	2	9	2	5	8	2	7	4	1	12	10	1	1
Radiologic Tech.	49	2	47	21	28	10	28	11	11	38	31	9	9	34	15	9	14	24
Rec. Ldrship.	99	97	2	59	40	13	84	2	10	89	64	26	9	80	19	32	33	33
Secretarial	366	275	91	4	362	11	309	39	70	289	175	77	114	185	181	175	78	103
TOTAL	3115	2184	931	1665	1450	178	2586	309	1048	2028	1262	583	1270	1306	1809	1602	571	854
Percent	100%	70.1	29.9	53.5	46.5	5.8	84.2	10.0	34.1	65.9	40.5	18.7	40.8	41.9	58.1	52.9	18.9	28.2
Number Not Responding							42			39							88	

The total number of respondents in each curriculum listed in the first column of Table I is derived from the enrollment records of the College and the responses to the Career Survey Card. The next column indicates the campus distribution and shows that 2,184 students (70.1%) are registered at Rockville and 931 (29.9%) at Takoma Park. A majority of the programs are offered solely at one campus; only three (Business Management, Computer Science, and Secretarial) are offered at both campuses. The six health-related programs (see Chapter II) and Radiation Science are offered only at the Takoma Park Campus; the other 13 career programs are offered only at the Rockville Campus. Although a curriculum may be assigned to one campus, students in that program may enroll in courses (i.e., other than the specialized occupational courses) at either location. As can be seen in Table I, all but two of the programs (Civil Engineering Technology and Fire Science) have students attending at both campuses.

The percentages in each column of Table I are based on the number of recorded replies; the number of "no responses" is also noted. As was true last year, the questions concerning race, marital status, and employment status are the only ones that failed to receive a 100 percent response from the students.

The percentages from Table I of the current report and from the similar table in Career Patterns, 1971, are listed in Table II. The percent of students indicating dependents has been added. Although the percentages vary somewhat between the two years, the distribution pattern within each category remains the same except for the category of "Class." In each year, for example, there are more career students at Rockville

MONTGOMERY COMMUNITY COLLEGE OFFICE OF INSTITUTIONAL RESEARCH

Table II

PERCENTAGE DISTRIBUTION OF STUDENT DESCRIPTIVE DATA
1971 and 1972

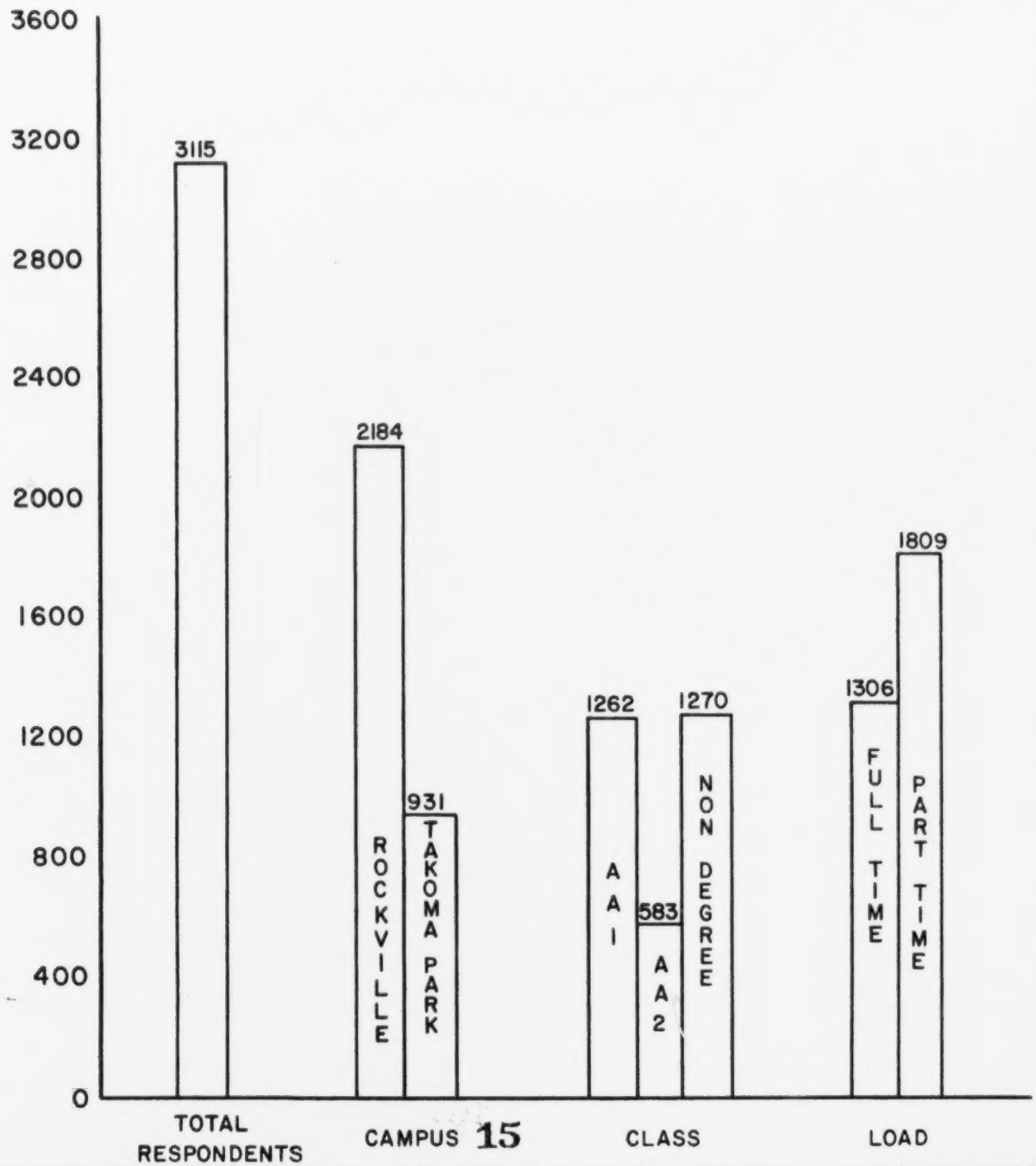
		PERCENTAGE	
		1971	1972
CAMPUS			
	Rockville	64.0	70.1
	Takoma Park	36.0	29.9
SEX			
	Male	53.9	53.5
	Female	46.1	46.5
RACE			
	Black	4.9	5.8
	White	86.6	84.2
	Other	8.5	10.0
MARRIED			
	Yes	30.1	34.1
	No	69.9	65.9
CLASS			
	AA[1]	46.7	40.5
	AA2	22.3	18.7
	Non-Degree	31.0	40.8
LOAD			
	Full-Time	49.2	41.9
	Part-Time	50.8	58.1
EMPLOYED			
	Full-Time	50.2	52.9
	Part-Time	23.4	18.9
	Not	26.4	28.2
DEPENDENTS			
	Yes	29.4	24.9
	No	70.6	75.1

than at Takoma Park; more male than female students; more part-time than full-time students; and more are employed full time than the total of those working part time and not employed.

The distribution of career students by campus, class, and load is shown in a bar chart on the following page.

Chart A

CAREER STUDENTS BY CAMPUS, CLASS, AND LOAD



Chapter II

PERSONAL CHARACTERISTICS OF ALL STUDENTS BY OCCUPATIONAL ORIENTATION

By grouping the College's curriculums into Health, Business, Public Service, and Technological areas, a personal characteristics profile of the students by occupational orientation can be drawn.

The major areas of occupational orientation and the curriculums included in each area are:

Major Area	Curriculum	Number of Students Reporting	
Health-Related	Dental Assisting	92	
	Dental Laboratory Technology	35	
	Medical Laboratory Technician	72	
	Mental Health Associate	114	
	Nursing	245	
	Radiologic (X-Ray) Technology	49	
			607
Business-Related	Advertising Art	314	
	Business Management	457	
	Computer Science & Technology	389	
	Hospitality Management	26	
	Secretarial	366	
			1552
Public Service	Criminal Justice	214	
	Fire Science	130	
	Geography, Cartography, and Community Planning	44	
	Recreation Leadership	99	
			487
Technological	Engineering Technologies (6)	377	
	Printing Technology	79	
	Radiation Science	13	
			469

The personal characteristics of the students by occupational orientation are expressed in Table III in median and percentage rather than numerically. It can be seen that the Health-Related occupations attract

Table III

PERSONAL CHARACTERISTICS OF ALL STUDENTS
BY OCCUPATIONAL ORIENTATION

Occupation	Median Age	% Male	% Female	% Married	% w/Dependents	% Employed
Health-Related	23	16.6	83.4	40.9	27.5	54.0
Business-Related	21	46.8	53.2	32.8	22.0	71.6
Public Service	23	80.3	19.7	30.6	26.5	77.2
Technological	22	95.3	4.7	30.3	22.4	76.3

a preponderant majority of female students and the curriculums in that area show the highest percentage of married students and those with dependents. The percentage of employed students in the Health programs is the lowest when compared with the other major areas.

Students in Public Service and Technological programs, by contrast, are predominantly male. Students in the Business-Related programs tend to be younger and more evenly divided between male and female than in the other areas. The distribution within the major areas between male and female students has remained constant throughout the three years of the Career Patterns reports.

The percentage of employed students, both full and part time, is higher in each of the major areas when compared with previous reports. The largest percentage of employed students is oriented toward public service and technological occupations.

AGE ANALYSIS BY PROGRAM AND USOE CODE

Curriculum	USOE Code	Total Resp.	19 and Under	20-24	25-29	30-34	35-39	40 and Over
Dental Asstg.	07 01 01 1	91	39	43	5	2	2	0
Dent. Lab. Tech.	07 01 03 1	34	5	18	5	3	2	1
Med. Lab. Tech.	07 02 00 1	70	11	24	11	9	6	9
Mental Health	07 08 01 1	109	2	32	17	20	11	27
Secretarial	14 07 02 1	362	98	190	29	16	6	23
Business Mgt.	14 08 99 1	442	51	176	97	34	23	61
Architect. Tech.	16 01 03 1	65	21	29	11	3	0	1
Chem. Eng. Tech.	16 01 05 1	12	1	8	1	2	0	0
Civil Eng. Tech.	16 01 06 1	10	3	4	2	1	0	0
Electronic Tech.	16 01 08 1	142	24	59	30	19	3	7
Mech. Eng. Tech.	16 01 13 1	15	3	10	2	0	0	0
Radiation Sci.	16 01 15 1	13	0	5	4	0	2	2
Computer Science	16 01 17 1	385	40	158	102	43	24	18
Gen. Eng. Tech.	16 01 99 1	123	17	42	25	19	11	9
Radiologic Tech.	16 03 04 1	49	12	19	12	3	1	2
Nursing	16 03 05 1	240	13	84	47	32	27	37
Fire Science	16 06 02 1	128	7	21	40	30	15	15
Criminal Justice	16 06 05 1	211	49	118	24	5	3	12
Rec. Ldrship.	16 06 98 1	98	18	67	7	2	3	1
Geog., C. & C.P.	16 06 97 1	44	6	18	10	4	0	6
Hospitality Mgt.	16 06 96 1	26	6	10	2	2	2	4
Advertising Art	17 07 00 1	309	55	131	39	18	21	45
Printing Tech.	17 19 00 1	76	17	38	12	2	2	5
TOTAL		3054	498	1304	534	269	164	285

Chapter III

AGE ANALYSIS

When the Division of Vocational-Technical Education, MSDE, approves a program as being eligible to share in the College's allotment of Federal funds awarded under the Vocational Education Amendments of 1968, a code number is assigned. The USOE (U.S. Office of Education) Code relates the vocational-technical education programs to the occupational titles established by the U. S. Department of Labor.

The first two numbers of the USOE Code denote the major occupational area as defined by the U. S. Department of Labor. The College's curriculums fall within the following occupational code areas:

07 - Health Occupations
14 - Business Occupations
16 - Technical Occupations
17 - Trade and Industrial Occupations

The College's programs are listed in code order rather than in alphabetical order in Table IV. The ages of the 3,054 students responding are distributed by age groups from 19-and-under to 40-and-over.

The largest number of career students falls within the age range 20 to 24, which is typical of community colleges in general. It will be seen, however, that a large number of more mature students is career-oriented, including 285 who are 40 years of age and over. Half of these are in three programs, Business Management, Nursing, and Advertising Art.

By contrast, well over half of the students in the two Dental Auxiliary programs, the six Engineering Technologies, the Secretarial program, and Recreation Leadership are 24 years of age and under as shown in Table IV.

Table V

ENROLLMENT IN OCCUPATIONAL CURRICULUMS
BY CLASS AND SEX

Curriculum	A. A. Degree Students				Non-Degree Students	
	First Year		Second Year			
	M	F	M	F	Male	Female
Advertising Art	55	43	15	24	43	134
Architect. Tech.	35	3	7	1	17	3
Business Mgt.	92	25	25	13	186	116
Chem. Eng. Tech.	4	2	0	0	6	0
Civil Eng. Tech.	8	1	1	0	0	0
Computer Science	130	41	93	28	63	34
Criminal Justice	104	26	28	5	44	7
Dental Asstg.	0	54	0	23	0	15
Dent. Lab. Tech.	15	5	6	2	3	4
Electronic Tech.	70	1	29	1	43	2
Fire Science	21	0	12	0	95	2
Gen. Eng. Tech.	26	0	6	0	94	2
Geog., C. & C.P.	13	7	7	4	8	5
Hospitality Mgt.	9	2	*	*	11	4
Mech. Eng. Tech.	14	0	1	0	0	0
Med. Lab. Tech.	8	27	1	8	12	16
Mental Health	6	14	7	22	10	55
Nursing	7	76	2	76	3	81
Printing Tech.	45	1	17	0	14	2
Radiation Sci.	2	0	5	2	3	1
Radiologic Tech.	12	19	5	4	4	5
Rec. Ldrship.	41	23	15	11	3	6
Secretarial	2	173	0	77	2	112
TOTAL	719	543	282	301	664	606

* New program. First year only offered.

Chapter IV

ENROLLMENT IN OCCUPATIONAL CURRICULUMS BY CLASS AND SEX

Whether or not the occupational student is pursuing the Associate in Arts degree at Montgomery College is shown in Table V. A total of 1,845 (59.2%) are degree students; 1,270 (40.8%) are not pursuing the degree.

Those students whose educational goal is the Associate in Arts degree are subdivided into classes; first-year students are classified as Freshmen (less than 28 earned semester hours of credit) and second-year students, as Sophomores by the College. Of the total 3,115 students, 1,262 are, therefore, Freshmen; 583 are classified as Sophomores; and 1,270 are non-degree students. Of the 1,665 male students, the corresponding distribution is 719, 282, and 664. Of the 1,450 female students, the comparable figures are 543, 301, and 606. There is a noticeable difference between tne proportion of male to female students only in the first-year degree category. By the second year, there are actually more female than male students pursuing a degree. This seems to indicate, as did Career Patterns, 1971, that male students do not proceed into the sophomore year at the College at the same rate as do females.

It was noted in Chapter I that the only category in Table II showing a change in pattern between 1971 and 1972 was that of Class. The following tabulation further describes this change of pattern.

	All Students		Male		Female	
	1971	1972	1971	1972	1971	1972
Associate Degree, First Year	933	1262	526	719	407	543
Associate Degree, Second Year	445	583	235	282	210	301
Non-Degree	619	1270	315	664	304	606
	1997	3115	1076	1665	921	1450

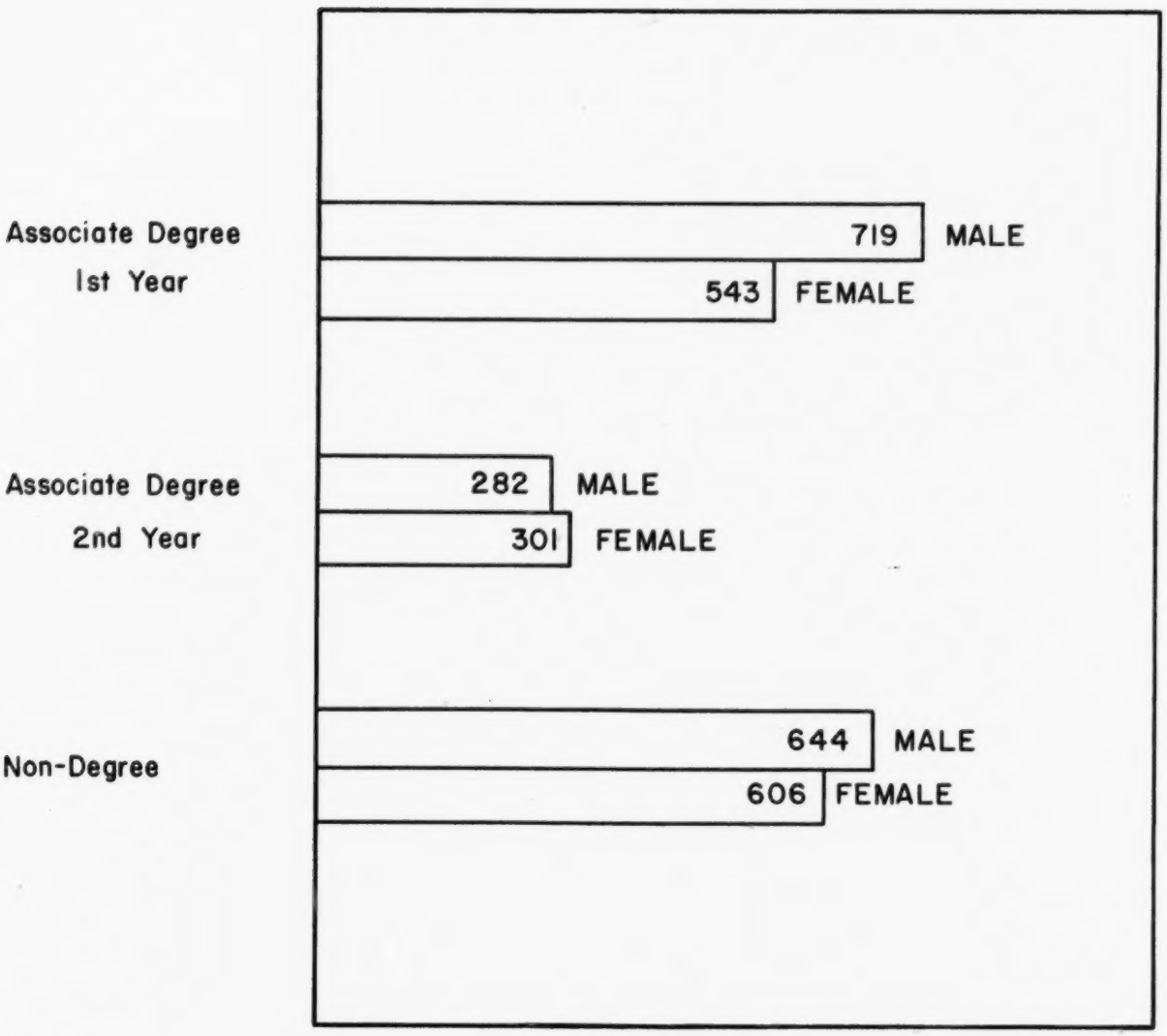
It will be seen that the number of non-degree students increased by a greater proportion than either year of degree students. This change in proportion may be more related to the method of data collection, however, than to the overall enrollment pattern. Classification of degree students is derived from the matriculation records compiled by the College; classification of the non-degree student is derived more from the Career Survey Card completed by the individual student.

Chart B graphically depicts the enrollment in all of the College's occupational curriculums by class and sex.

MONTGOMERY COLLEGE OFFICE OF INSTITUTIONAL RESEARCH

Chart B

ENROLLMENT BY CLASS AND SEX
ALL CURRICULUMS



STUDENTS WITH DEPENDENTS
BY CURRICULUM AND CAMPUS

Curriculum	College Wide				Rockville				Takoma Park			
	Total Reporting	Yes	No	No Response	Total Reporting	Yes	No	No Response	Total Reporting	Yes	No	No Response
Advertising Art	314	70	232	12	286	62	213	11	28	8	19	1
Architect. Tech.	66	9	54	3	62	7	52	3	4	2	2	0
Business Mgt.	457	126	314	17	355	97	244	14	102	29	70	3
Chem. Eng. Tech.	12	1	9	2	7	1	5	1	5	0	4	1
Civil Eng. Tech.	10	2	8	0	10	2	8	0	0	0	0	0
Computer Science	389	95	273	21	279	69	201	9	110	26	72	12
Criminal Justice	214	31	177	6	198	26	166	6	16	5	11	0
Dental Asstg.	92	5	86	1	9	0	9	0	83	5	77	1
Dent. Lab. Tech.	35	5	26	4	4	1	3	0	31	4	23	4
Electronic Tech.	146	31	107	8	118	26	86	6	28	5	21	2
Fire Science	130	77	52	1	130	77	52	1	0	0	0	0
Gen. Eng. Tech.	128	43	79	6	102	35	62	5	26	8	17	1
Geog., C. & C.P.	44	10	32	2	37	8	27	2	7	2	5	0
Hospitality Mgt.	26	6	17	3	25	6	16	3	1	0	1	0
Mech. Eng. Tech.	15	1	11	3	14	1	10	3	1	0	1	0
Med. Lab. Tech.	72	19	47	6	14	5	9	0	58	14	38	6
Mental Health	114	43	64	7	42	18	21	3	72	25	43	4
Nursing	245	86	146	13	38	18	16	4	207	68	130	9
Printing Tech.	79	14	62	3	77	13	61	3	2	1	1	0
Radiation Sci.	13	4	8	1	3	2	1	0	10	2	7	1
Radiologic Tech.	49	9	36	4	2	0	1	1	47	9	35	3
Rec. Ldrship.	99	11	84	4	97	10	83	4	2	1	1	0
Secretarial	366	44	309	13	275	31	236	8	91	13	73	5
TOTAL	3115	742	2233	140	2184	515	1582	87	931	227	651	53
Percent	100%	23.8	71.7	4.5	100%	23.6	72.4	4.0	100%	24.4	69.9	5.7

Chapter V

STUDENTS WITH DEPENDENTS

Federal and State authorities are interested in knowing how many of the students who are preparing themselves for employment through vocational education have dependents. This information is not included in the College's student data base but is derived solely from the Career Survey Card. This accounts for the large number of no responses on the following two tables.

The 2,975 responses, as indicated on the Career Survey Card, are analyzed by curriculum and campus in Table VI and by the sex of the respondents in Table VII.

For the total College, 23.8 percent of all students in occupational programs responded "yes" to the question concerning dependents. As was true last year, the percentage at the Takoma Park Campus was slightly higher than at the Rockville Campus; 24.4 percent and 23.6 percent, respectively. Students in the following programs reported a larger percentage of dependents than that of all programs as a whole: Business Management, Fire Science, General Engineering Technology, Mental Health Associate, and Nursing.

As shown in Table VII, the percentage of male students reporting dependents was larger than for female students. Of male students, 24.6 percent responded in the affirmative; of female students, 22.9 percent responded in the affirmative.

STUDENTS WITH DEPENDENTS BY SEX

Curriculum	Total	MALE			FEMALE		
		Dependents	No Dependents	No Response	Dependents	No Dependents	No Response
Advertising Art	314	13	96	4	57	136	8
Architect. Tech.	66	7	50	2	2	4	1
Business Mgt.	457	80	209	14	46	105	3
Chem. Eng. Tech.	12	1	8	1	0	1	1
Civil Eng. Tech.	10	2	7	0	0	1	0
Computer Science	389	77	190	19	18	83	2
Criminal Justice	214	28	143	5	3	34	1
Dental Asstg.	92	0	0	0	5	86	1
Dent. Lab. Tech.	35	2	18	4	3	8	0
Electronic Tech.	146	29	105	8	2	2	0
Fire Science	130	76	51	1	1	1	0
Gen. Eng. Tech.	128	42	78	6	1	1	0
Geog., C. & C.P.	44	7	19	2	3	13	0
Hospitality Mgt.	26	3	15	2	3	2	1
Mech. Eng. Tech.	15	1	11	3	0	0	0
Med. Lab. Tech.	72	6	15	0	13	32	6
Mental Health	114	8	15	0	35	49	7
Nursing	245	1	11	0	85	135	13
Printing Tech.	79	13	61	2	1	1	1
Radiation Sci.	13	4	6	0	0	2	1
Radiologic Tech.	49	3	16	2	6	20	2
Rec. Ldrship.	99	6	51	2	5	33	2
Secretarial	366	1	2	1	43	307	12
TOTAL	3115	410	1177	78	332	1056	62
Percent	100%	24.6	70.7	4.7	22.9	72.8	4.3

Chapter VI

EMPLOYMENT STATUS

The Career Survey Card was also the instrument that was used to elicit information about the student's employment status. If employed, the student was asked to indicate whether the employment was full time (20 or more hours per week) or part time and whether or not the work was related to his educational program at the College.

Of the 3,027 students who responded to the relevant question on the Career Survey Card, 2,173 (71.8%) indicated that they were employed. Almost three-fourths, 1,602, stated that they were employed full time. Table VIII shows the employment status of the students by curriculum. Students in Architectural Technology, Business Management, Computer Science, Criminal Justice, Electronic Technology, Fire Science, General Engineering Technology, Geography, Cartography, and Community Planning, and Radiation Science are employed in percentages that exceed the average of all curriculums.

It is worthy of comment that, in the Fire Science program, all but three of the students who replied were working; most of them had full-time employment related to their study. This was also shown in the previous Career Patterns reports and seems to confirm that this curriculum is chosen by in-service employees desirous of upgrading.

The relationship of the employment to the program being studied at the College is shown in Table IX. As has been true in previous years, full-time jobs tend to be more related to studies than do part-time jobs. The former more often represent the career goal of the student. Part-time jobs often are only the means by which the student helps to finance his education.

MONTGOMERY COMMUNITY COLLEGE

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Table VIII

EMPLOYMENT STATUS
BY CURRICULUM

Curriculum	Total Responding	Employed Full-Time	Employed Part-Time	Employed No.	Employed %	Not Employed No.	Not Employed %
Advertising Art	309	124	60	184	59.6	125	40.4
Architect. Tech.	62	36	15	51	82.3	11	17.7
Business Mgt.	447	315	60	375	83.9	72	16.1
Chem. Eng. Tech.	11	3	2	5	45.5	6	54.5
Civil Eng. Tech.	9	2	4	6	66.7	3	33.3
Computer Science	377	214	68	282	74.8	95	25.2
Criminal Justice	209	111	41	152	72.7	57	27.3
Dental Asstg.	92	26	28	54	58.7	38	41.3
Dent. Lab. Tech.	33	12	6	18	54.6	15	45.4
Electronic Tech.	141	87	26	113	80.1	28	19.9
Fire Science	129	119	7	126	97.7	3	2.3
Gen. Eng. Tech.	125	97	12	109	87.2	16	12.8
Geog., C. & C.P.	42	28	5	33	78.6	9	21.4
Hospitality Mgt.	25	15	2	17	68.0	8	32.0
Mech. Eng. Tech.	13	6	3	9	69.2	4	30.8
Med. Lab. Tech.	67	30	13	43	64.2	24	35.8
Mental Health	110	48	13	61	55.5	49	44.5
Nursing	237	67	62	129	54.4	108	45.6
Printing Tech.	76	36	18	54	71.1	22	28.9
Radiation Sci.	12	10	1	11	91.7	1	8.3
Radiologic Tech.	47	9	14	23	48.9	24	51.1
Rec. Ldrship.	98	32	33	65	66.3	33	33.7
Secretarial	356	175	78	253	71.1	103	28.9
TOTAL	3027	1602	571	2173	71.8	854	28.2

MONTGOMERY COMMUNITY COLLEGE | Table IX | OFFICE OF INSTITUTIONAL RESEARCH

RELATIONSHIP OF EMPLOYMENT TO CURRICULUM

Curriculum	FULL-TIME EMPLOYMENT			PART-TIME EMPLOYMENT		
	Related	Non-Related	No Response	Related	Non-Related	No Response
Advertising Art	36	86	2	9	49	2
Architect. Tech.	19	17	0	4	11	0
Business Mgt.	223	85	7	27	28	5
Chem. Eng. Tech.	2	1	0	1	1	0
Civil Eng. Tech.	2	0	0	0	4	0
Computer Science	134	79	1	14	52	2
Criminal Justice	42	67	2	2	39	0
Dental Asstg.	10	16	0	6	22	0
Dent. Lab. Tech.	7	4	1	1	5	0
Electronic Tech.	57	30	0	5	20	1
Fire Science	108	10	1	2	4	1
Gen. Eng. Tech.	64	30	3	0	12	0
Geog., C. & C.P.	14	14	0	0	5	0
Hospitality Mgt.	8	6	1	1	1	0
Mech. Eng. Tech.	1	5	0	1	2	0
Med. Lab. Tech.	13	16	1	4	8	1
Mental Health	20	27	1	6	7	0
Nursing	48	19	0	34	25	3
Printing Tech.	25	10	1	7	11	0
Radiation Sci.	4	6	0	1	0	0
Radiologic Tech.	6	3	0	4	9	1
Rec. Ldrship.	15	17	0	12	20	1
Secretarial	115	59	1	33	45	0
TOTAL	973	607	22	174	380	17

The employment status of the students is further analyzed by class in Table X and in Chart C, and by sex in Table XI. Of the 1,262 first-year degree students, 1,216 responded of whom 65.3 percent stated that they were employed. Of the 583 second-year students, 566 replied of whom 70.3 percent stated that they were working. Of the 1,245 non-degree students responding, 78.8 percent said that they were employed. This progression in percentages is the same pattern noted in previous years although the percentage of employed degree students is lower this year than last.

Approximately 97 percent of the students reported their employment status this year whereas only 74 percent did last year. This increase in responses probably accounts for much of the increases in percentages in Table XI when compared with the previous year.

As has been the case before, a larger percentage of male students report employment than do female students. Of those employed, the percentage in full-time employment as contrasted with part-time employment is also higher for male students.

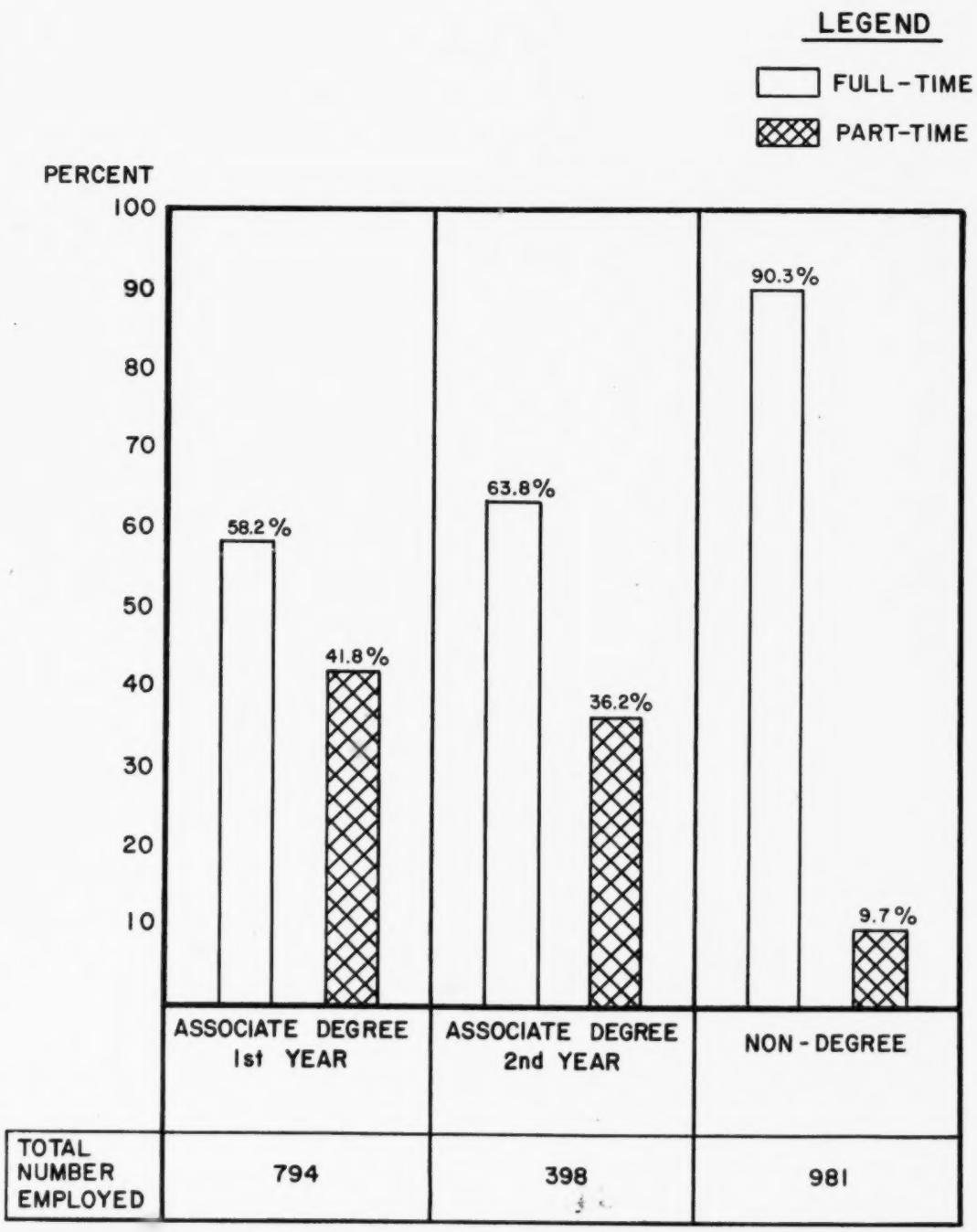
EMPLOYMENT STATUS BY CURRICULUM AND CLASS

	ASSOCIATE ARTS DEGREE								NON-DEGREE			
	First Year				Second Year							
Curriculum	FT	PT	Not Emp.	NR	FT	PT	Not Emp.	NR	FT	PT	Not Emp.	NR
Advertising Art	38	29	31	0	8	13	17	1	78	18	77	4
Architect. Tech.	17	11	8	2	5	2	0	1	14	2	3	1
Business Tech.	57	35	21	4	21	10	6	1	237	15	45	5
Chem. Eng. Tech.	0	1	4	1	0	0	0	0	3	1	2	0
Civil Eng. Tech.	1	4	3	1	1	0	0	0	0	0	0	0
Computer Science	75	32	58	6	59	31	25	6	80	5	12	0
Criminal Justice	50	34	42	4	20	4	9	0	41	3	6	1
Dental Asstg.	14	17	23	0	8	10	5	0	4	1	10	0
Dent. Lab. Tech.	5	3	10	2	2	2	4	0	5	1	1	0
Electronic Tech.	26	21	20	4	17	4	8	1	44	1	0	0
Fire Science	16	3	2	0	10	2	0	0	93	2	1	1
Gen. Eng. Tech.	11	7	8	0	5	0	1	0	81	5	7	3
Geog., C. & C.P.	13	4	3	0	5	1	4	1	10	0	2	1
Hospitality Mgt.	5	0	5	1	0	0	0	0	10	2	3	0
Mech. Eng. Tech.	6	2	4	2	0	1	0	0	0	0	0	0
Med. Lab. Tech.	8	10	13	4	4	1	4	0	18	2	7	1
Mental Health	6	1	12	1	7	5	14	3	35	7	23	0
Nursing	17	21	42	3	20	20	37	1	30	21	29	4
Printing Tech.	14	14	17	1	10	4	3	0	12	0	2	2
Radiation Sci.	1	0	1	0	5	1	0	1	4	0	0	0
Radiologic Tech.	4	8	18	1	2	5	2	0	3	1	4	1
Rec. Ldrship.	21	21	21	1	9	9	8	0	2	3	4	0
Secretarial	57	54	56	8	36	19	21	1	82	5	26	1
TOTAL	462	332	422	46	254	144	168	17	886	95	264	25

MONTGOMERY COLLEGE OFFICE OF INSTITUTIONAL RESEARCH

Chart C

EMPLOYED STUDENTS BY CLASS
ALL CURRICULUMS



EMPLOYMENT STATUS BY CURRICULUM AND SEX

	MALE					FEMALE				
Curriculum	Total	FT	PT	Not Emp.	NR	Total	FT	PT	Not Emp.	NR
Advertising Art	113	57	20	34	2	201	67	40	91	3
Architect. Tech.	59	34	14	8	3	7	2	1	3	1
Business Mgt.	303	208	45	42	8	154	107	15	30	2
Chem. Eng. Tech.	10	3	2	5	0	2	0	0	1	1
Civil Eng. Tech.	9	2	3	3	1	1	0	1	0	0
Computer Science	286	170	50	56	10	103	44	18	39	2
Criminal Justice	176	95	32	45	4	38	16	9	12	1
Dental Asstg.	0	0	0	0	0	92	26	28	38	0
Dent. Lab. Tech.	24	9	6	7	2	11	3	0	8	0
Electronic Tech.	142	85	24	28	5	4	2	2	0	0
Fire Science	128	118	7	2	1	2	1	0	1	0
Gen. Eng. Tech.	126	95	12	16	3	2	2	0	0	0
Geog., C. & C.P.	28	21	3	2	2	16	7	2	7	0
Hospitality Mgt.	20	12	2	6	0	6	3	0	2	1
Mech. Eng. Tech.	15	6	3	4	2	0	0	0	0	0
Med. Lab. Tech.	21	15	2	3	1	51	15	11	21	4
Mental Health	23	16	2	5	0	91	32	11	44	4
Nursing	12	5	1	5	1	233	62	61	103	7
Printing Tech.	76	34	18	21	3	3	2	0	1	0
Radiation Sci.	10	8	1	1	0	3	2	0	0	1
Radiologic Tech.	21	3	7	10	1	28	6	7	14	1
Rec. Ldrship.	59	20	21	17	1	40	12	12	16	0
Secretarial	4	4	0	0	0	362	171	78	103	10
TOTAL	1665	1020	275	320	50	1450	582	296	534	38
Percent		61.3	16.5	19.2	3.0		40.2	20.4	36.8	2.6

EDUCATIONAL AND VOCATIONAL EXPECTATIONS BY CURRICULUM

Curriculum	Total	Present Class			Expect to Complete Program This Year			Presently Employed			Looking for Job		
		AA[1]	AA[2]	ND	Yes	No	NR	Yes	No	NR	Yes	No	NR
Advertising Art	314	98	39	177	58	240	16	184	125	5	59	234	21
Architect. Tech.	66	38	8	20	10	54	2	51	11	4	11	52	3
Business Mgt.	457	117	38	302	87	351	19	375	72	10	47	380	30
Chem. Eng. Tech.	12	6	0	6	3	7	2	5	6	1	3	7	2
Civil Eng. Tech.	10	9	1	0	4	6	0	6	3	1	2	7	1
Computer Science	389	171	121	97	104	266	19	282	95	12	66	297	26
Criminal Justice	214	130	33	51	39	164	11	152	57	5	44	161	9
Dental Asstg.	92	54	23	15	36	55	1	54	38	0	22	70	0
Dent. Lab. Tech.	35	20	8	7	10	22	3	18	15	2	4	27	4
Electronic Tech.	146	71	30	45	31	107	8	113	28	5	25	109	12
Fire Science	130	21	12	97	18	109	3	126	3	1	18	102	10
Gen. Eng. Tech.	128	26	6	96	24	100	4	109	16	3	8	112	8
Geog., C. & C.P.	44	20	11	13	8	35	1	33	9	2	4	36	4
Hospitality Mgt.	26	11	0	15	3	21	2	17	8	1	3	15	8
Mech. Eng. Tech.	15	14	1	0	4	10	1	9	4	2	3	11	1
Med. Lab. Tech.	72	35	9	28	14	52	6	43	24	5	12	56	4
Mental Health	114	20	29	65	22	85	7	61	49	4	19	88	7
Nursing	245	83	78	84	57	174	14	129	108	8	28	197	20
Printing Tech.	79	46	17	16	29	47	3	54	22	3	20	55	4
Radiation Sci.	13	2	7	4	3	9	1	11	1	1	3	9	1
Radiologic Tech.	49	31	9	9	15	30	4	23	24	2	11	33	5
Rec. Ldrship.	99	64	26	9	23	71	5	65	33	1	42	52	5
Secretarial	366	175	77	114	102	244	20	253	103	10	103	240	23
TOTAL	3115	1262	583	1270	704	2259	152	2173	854	88	557	2350	208
Percent		40.5	18.7	40.8	22.6	72.5	4.9	70.0	27.0	3.0	17.9	75.4	6.7

Chapter VII

EDUCATIONAL AND VOCATIONAL EXPECTATIONS

The purpose of the Vocational Amendments of 1968 is to relate vocational-technical education to manpower needs and employment opportunities. The Maryland State Department of Education's College Student Record Form, therefore, asks the student: "Do you expect to graduate or complete your program this school year?" and, "Will you be seeking a job related to your program?" The Career Survey Card contains questions to elicit this information from the student.

Table XII lists the students' replies by curriculum. The students' present class and employment status are repeated in this table to provide a base for comparison. Since only 18.7 percent of the students are in the second year of a degree program it is not surprising that 72.5 percent replied that they did not expect to complete their program this year. A slightly higher percentage, 75.4, replied in the negative when asked if they would be looking for a job in their chosen career field. This is probably accounted for by the large percentage of students who were employed at the time they completed the Career Survey Card. Over half of the employed students are already working in jobs that are related to their studies as shown in Table IX.

The students' plans for the immediate future are analyzed, in Table XIII, by occupational orientation and by campus. The replies parallel those in the previous table. In each of the major areas and at each campus, most students expect to be continuing their studies and, therefore, do not plan to look for employment related to those studies.

Table XIII

EDUCATIONAL AND VOCATIONAL EXPECTATIONS
BY OCCUPATIONAL ORIENTATION AND CAMPUS

Occupational Orientation	Total	ROCKVILLE						TAKOMA PARK					
		Expect to Complete			Looking for Job			Expect to Complete			Looking for Job		
		Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR
Health-Related	607	15	83	11	4	96	9	139	335	24	92	375	31
Business-Related	1552	290	876	54	220	919	81	64	246	22	58	247	27
Public Service	487	85	358	19	103	334	25	3	21	1	5	17	3
Technological	469	87	291	15	65	302	26	21	49	6	10	60	6
TOTALS	3115	477	1608	99	392	1651	141	227	651	53	165	699	67

Only those students oriented toward public service indicate that more will be job-seekers than will be completing the program. It is probable that in the other areas, some of the students who expect to complete their program are already employed full time or expect to continue their education at another institution. Whether or not the student is planning to continue studying at another institution of higher education, however, is not elicited by MSDE's College Student Record Form.

More students failed to respond to the employment question than to the educational one. It may be assumed that the students' educational plans were more definite at the registration period than were their employment plans.

The Maryland Employment Security Administration (MESA) conducted a bicounty manpower needs survey in February 1971, at the request of the community colleges in Montgomery and Prince George's counties. The survey sought to discover job opportunities available in the two counties in areas related to the educational programs, both current and planned. The Research and Analysis Division of MESA then estimated the additional manpower requirements for the next two years in each of the surveyed occupations. Chart D shows the additional requirements in Montgomery County for the occupations related to the career programs of the College included in this report.[1] Also shown is the number of students planning to seek related employment. The programs are grouped into major occupational areas.

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[1] *Reference:* Occupational Outlook, State of Maryland Department of Employment and Social Services, November 1972, pp. 26-28.

Chart D

ADDITIONAL MANPOWER REQUIREMENTS AND EXPECTED JOB APPLICANTS IN MAJOR OCCUPATIONAL AREAS

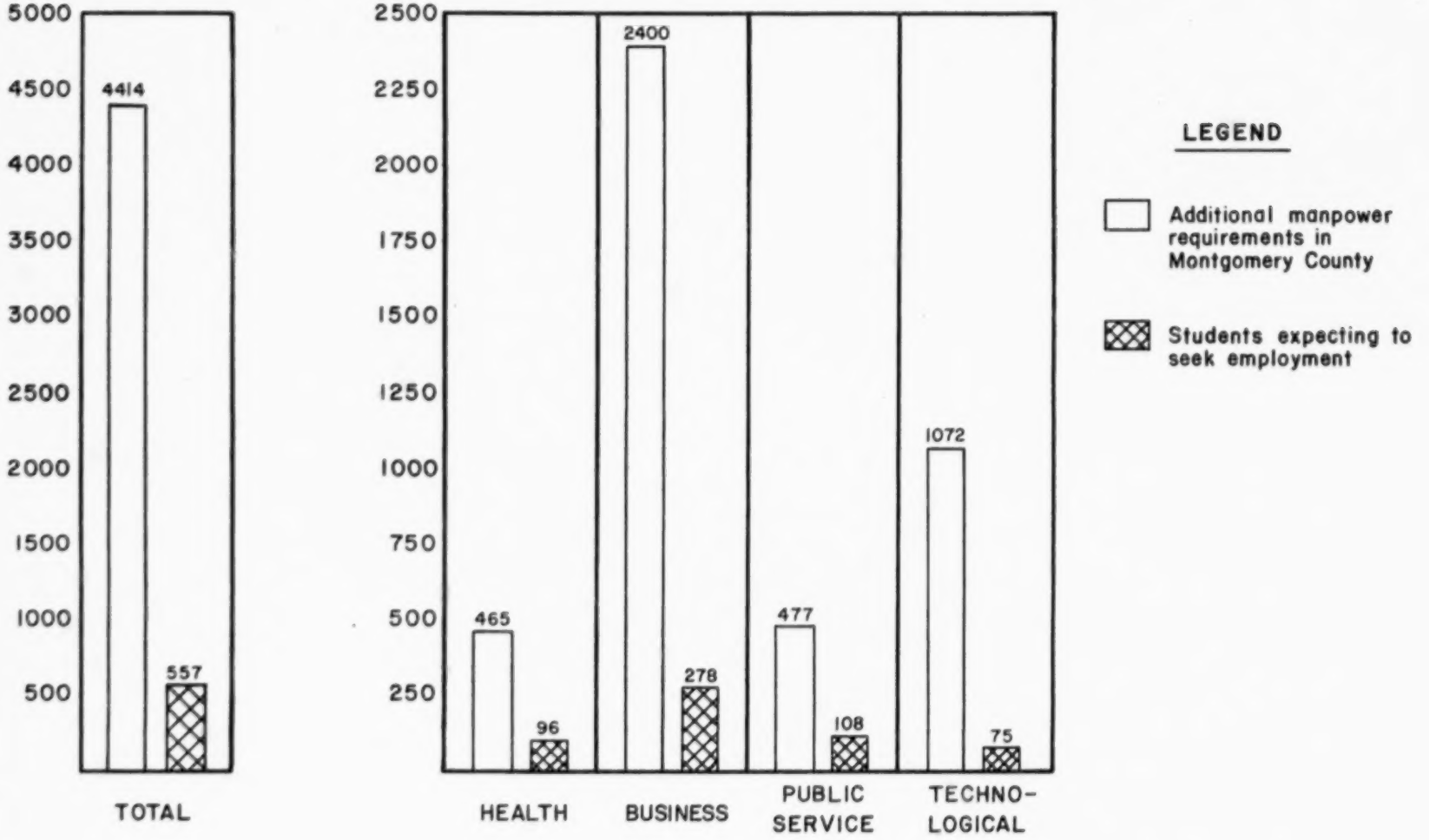

Table XIV

DESCRIPTIVE DATA OF FACULTY
BY OCCUPATIONAL ORIENTATION

Occupational Orientation		Total Responding	Campus		Sex		RACE			Status w/College	
			R	TP	M	F	B	W	O	FT	PT
Health-Related:	Dental Asstg. Dent. Lab. Tech. Med. Lab. Tech. Mental Health Nursing Radiologic Tech.	25	0	25	6	19	3	22	0	23	2
Business-Related:	Advertising Art Computer Science Business Mgt. Secretarial Hospitality Mgt.	*55	*42	13	35	20	1	53	1	21	34
Public Service:	Geog., C. & C.P. Fire Science Criminal Justice Rec. Ldrship.	15	15	0	14	1	0	15	0	7	8
Technological:	Engineering Technologies(6) Printing Tech. Radiation Sci.	28	26	2	25	3	0	28	0	13	15
TOTAL		123	83	40	80	43	4	118	1	64	59

* Includes 1 Full-Time Instructional Aide and 3 Part-Time Instructional Aides.

Chapter VIII

FACULTY DATA

An individual College Faculty Record Form is required to be completed by each faculty member and each instructional aide who deals directly with students in career programs. The information requested includes personal characteristics (age, sex, race), employment status (at the College and other employment), the program or programs taught, and the educational status of the students taught.

The unduplicated count of record forms submitted to the Maryland State Department of Education was 123. The duplicated count was 138 because of the number of faculty who teach in more than one program, as shown below:

	Total College	Rockville	Takoma Park
Faculty who teach in one program	111	72	39
Faculty who teach in two programs	9	8	1
Faculty who teach in three programs	3	3	0
TOTAL	123	83	40

The faculty who teach in more than one program, however, tend to teach within a major occupational area or cluster. To prevent duplication, therefore, the descriptive data of the faculty are analyzed by occupational orientation in Table XIV.

Part-time faculty were requested to indicate whether or not they were employed in a job related to what they teach at the College. Table XV records the replies of the part-time faculty in the 16 curriculums in

Table XV

ANALYSIS OF EMPLOYMENT STATUS
OF PART-TIME FACULTY

Curriculum	Number Part-Time Faculty	Number Not Otherwise Employed	Number Employed Related	Number Employed Not Related	No Response
Mental Health	1	0	1	0	0
Nursing	1	0	0	0	1
Advertising Art	3	0	1	2	0
Computer Science	13	1	10	1	1
Business Mgt.	8	2	6	0	0
Secretarial	9	4	4	0	1
Hospitality Mgt.	1	0	1	0	0
Geog., C. & C.P.	1	0	0	1	0
Fire Science	1	0	1	0	0
Criminal Justice	6	0	5	1	0
Architect. Tech.	4	0	3	1	0
Civil Eng. Tech.	2	0	0	2	0
Electronic Tech.	3	0	2	1	0
Gen. Eng. Tech.	3	1	1	1	0
Printing Tech.	1	1	0	0	0
Radiation Sci.	2	1	1	0	0
TOTAL	59	10	36	10	3

which they teach. Of the 46 who replied that they were otherwise employed, about 78 percent are working in an area related to what they teach. This would seem to confirm that part-time faculty can bring experiences derived from the world of work to their teaching assignments.

APPENDIX

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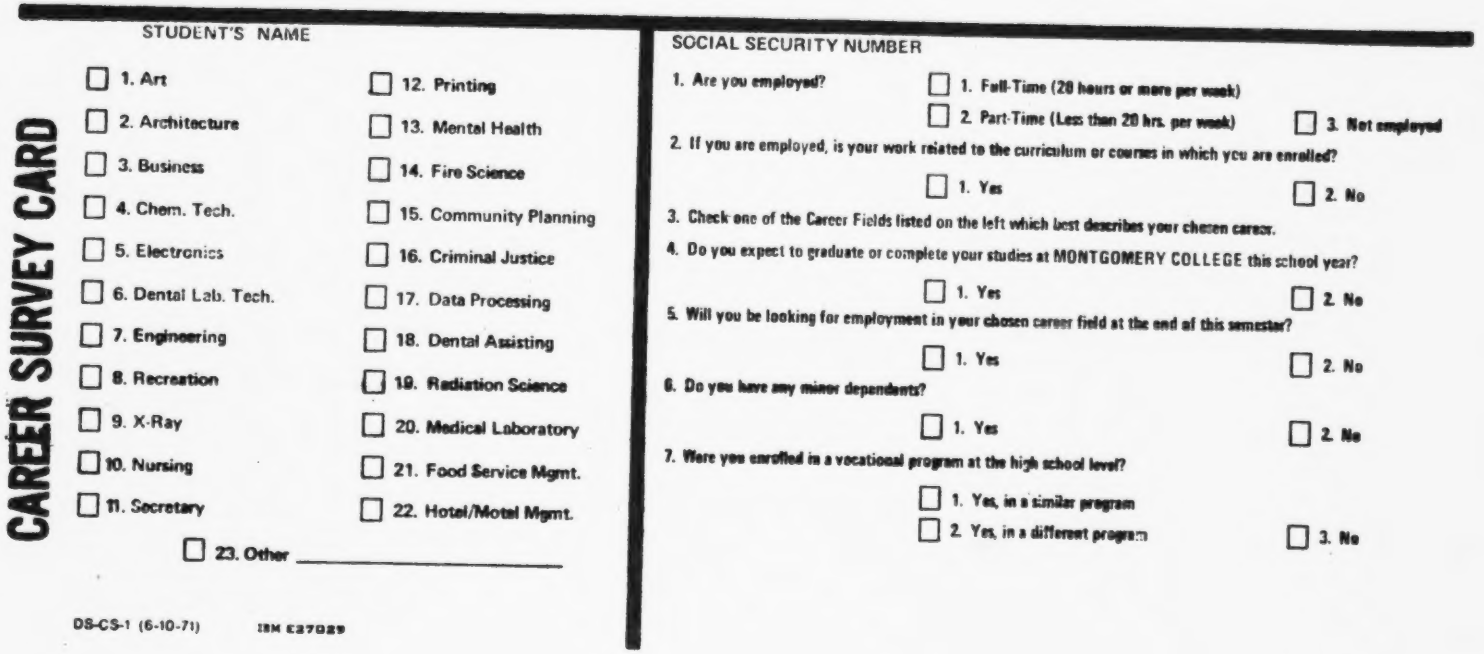
Career Survey Card - DS-CS-1 (6/10/71)
Office of Institutional Research
Montgomery College

College Student Record Form - DVE 522S (8/70)
Maryland State Department of Education

College Faculty Record Form - DVE 522T (8/70)
Maryland State Department of Education

CAREER SURVEY CARD



CAREER SURVEY CARD

STUDENT'S NAME

- ☐ 1. Art
- ☐ 2. Architecture
- ☐ 3. Business
- ☐ 4. Chem. Tech.
- ☐ 5. Electronics
- ☐ 6. Dental Lab. Tech.
- ☐ 7. Engineering
- ☐ 8. Recreation
- ☐ 9. X-Ray
- ☐ 10. Nursing
- ☐ 11. Secretary
- ☐ 12. Printing
- ☐ 13. Mental Health
- ☐ 14. Fire Science
- ☐ 15. Community Planning
- ☐ 16. Criminal Justice
- ☐ 17. Data Processing
- ☐ 18. Dental Assisting
- ☐ 19. Radiation Science
- ☐ 20. Medical Laboratory
- ☐ 21. Food Service Mgmt.
- ☐ 22. Hotel/Motel Mgmt.
- ☐ 23. Other _____

DS-CS-1 (6-10-71) IBM 527029

SOCIAL SECURITY NUMBER

1. Are you employed? ☐ 1. Full-Time (20 hours or more per week) ☐ 2. Part-Time (Less than 20 hrs. per week) ☐ 3. Not employed
2. If you are employed, is your work related to the curriculum or courses in which you are enrolled? ☐ 1. Yes ☐ 2. No
3. Check one of the Career Fields listed on the left which best describes your chosen career.
4. Do you expect to graduate or complete your studies at MONTGOMERY COLLEGE this school year? ☐ 1. Yes ☐ 2. No
5. Will you be looking for employment in your chosen career field at the end of this semester? ☐ 1. Yes ☐ 2. No
6. Do you have any minor dependents? ☐ 1. Yes ☐ 2. No
7. Were you enrolled in a vocational program at the high school level? ☐ 1. Yes, in a similar program ☐ 2. Yes, in a different program ☐ 3. No

Maryland State Department of Education
COLLEGE STUDENT RECORD FORM

Maryland State Department of Education
COLLEGE FACULTY RECORD FORM

8. A, B, C, and optional D.

FOR EACH SCHOOL IN WHICH YOU CURRENTLY TEACH, COMPLETE SECTION A, B, AND C. IF THE PROGRAM YOU RECORDED IN SECTION C IS A SPECIAL PROGRAM, MARK ALL TERMS IN SECTION D WHICH APPLY TO THAT PROGRAM.

2. Write and mark your Social Security Number

3. Age

4. Sex
- MALE
- FEMALE

5. Race
- AMERICAN INDIAN
- NEGRO
- ORIENTAL
- SPANISH SURNAME AMERICAN
- WHITE
- OTHER

6. What is your current employment status at the college?
- FACULTY
- INSTRUCTIONAL AIDE

7. If you teach Part time are you employed in a job related to what you teach?

School Number	Program Code	Educational Status of Students	Special Program Description	
		ASSOCIATE DEGREE CERTIFICATE OR NON DEGREE	RELATED REMEDIAL INSTRUCTION COOPERATIVE WORK EXPERIENCE EXEMPLARY PILOT OR DEMONSTRATIVE DISADVANTAGED STUDENTS HANDICAPPED STUDENTS	PRE POST SECONDARY INSTRUCTION RELATED SUBJECT OCCUPATIONAL PREPARATION

School Number	Program Code	Educational Status of Students	Special Program Description	
		ASSOCIATE DEGREE CERTIFICATE OR NON DEGREE	RELATED REMEDIAL INSTRUCTION COOPERATIVE WORK EXPERIENCE EXEMPLARY PILOT OR DEMONSTRATIVE DISADVANTAGED STUDENTS HANDICAPPED STUDENTS	PRE POST SECONDARY INSTRUCTION RELATED SUBJECT OCCUPATIONAL PREPARATION

School Number	Program Code	Educational Status of Students	Special Program Description	
		ASSOCIATE DEGREE CERTIFICATE OR NON DEGREE	RELATED REMEDIAL INSTRUCTION COOPERATIVE WORK EXPERIENCE EXEMPLARY PILOT OR DEMONSTRATIVE DISADVANTAGED STUDENTS HANDICAPPED STUDENTS	PRE POST SECONDARY INSTRUCTION RELATED SUBJECT OCCUPATIONAL PREPARATION